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Survey of a Milwaukee junior high school with the goal of formulating a developmental reading program

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A SURVEY OF A MILWAUKEE JUNIOR HIGH SCHOOL WITH THE GOAL OF FORMULATING A DEVELOPMENTAL READING PROGRAM

by

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CHAPTER I

INTRODUCTION

Overview of the Problem

In the current "campaigns" being waged to assure the "right to read," particular attention is being given, in many schools, to various kinds of "disadvantaged" learners.[1]

Reading is notably a developmental process and its function is to serve as a foundation for learning. It is necessary that the needs of the individual are met in order that he or she can develop his reading power in accordance with his maximum potential.

Varied approaches and programs have been tried to alleviate the sometimes poorly-defined disadvantaged learners' reading retardation. It is needful for comprehensive and systematic developmental reading programs at the high school level.[2] It can thus be seen that programs

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[1]Marjorie Seddon Johnson, "Disadvantaged Readers," The Reading Teacher, 24 (October, 1970), 2-3.

[2]"Better Read!" Curriculum Report, No. 7 (November, 1965).

for the disadvantaged learner whether reading at, above or below level will always be necessary.

> A developmental reading program is a sequential program of instruction which (1) reinforces and extends those desirable reading skills and appreciations acquired in previous years and (2) develops new skills and appreciations as they are needed to comprehend and enjoy advanced and complex forms of written communications.[3]

A well-conceived secondary school reading program provides four approaches to help students learn to read better . . . . These four approaches are:

First, the basic reading program to teach students how to develop general reading abilities--word recognition, vocabulary meanings, comprehension, rate and study and work habits.

Second, the specific reading and study skills that may best be taught in the various content subjects by the content teachers.

Third, guided reading to provide experience for purposeful growth such as reading to develop a hobby or to pursue a vocational interest.

Fourth, free reading for enjoyment.[4]

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[3]Arno Jewett, Improving Reading in the Junior High School, (Washington, D.C.: United States Department of Health, Education, and Welfare, United States Government Printing Office, 1957), p. 37.

[4]Elizabeth A. Simpson, "Organizing for Reading Instruction in the Secondary School," Reading Instruction in Secondary Schools (Delaware: International Reading Association, 1967), 17-30.

Statement of the Problem

In order to formulate a Developmental Reading Program for the students of Wells Street Junior High School in Milwaukee, Wisconsin, an analytical study of the seventh grade students was taken using Lorge-Thorndike I.Q. and Iowa Test of Basis Skills Achievement scores as the basis.

This survey aims to show that the students at this particular high school are one disadvantaged group that are low in reading achievement and can benefit from a carefully devised reading program.

Justification of the Survey and Reading Program

This survey is being undertaken with the knowledge that the learning style of disadvantaged pupils operates within the framework of the general principles of learning:

1. An individual learns from his own or vicarious experience.
2. An individual must be an integral part of his environment in order to learn.
3. The quality of the experience depends on interest and motivation; concentration; vicarious stimuli; and the mental and chronological age of the learner.
4. The quality and kind of learning is determined by the kind of experience.

Because the learning style of the disadvantaged pupil, who lacks motivation; has poor language development, lacks

adequate experience background; and interacts with his environment negatively, is different from the average middle-class learner, there is a need to establish programs within his framework.

The survey in this source is being undertaken with the ultimate goal of constructing a reading program to meet the above need.

CHAPTER II

REVIEW OF RELATED LITERATURE

The Educationally Disadvantaged Child

Before formulating and instituting a comprehensive reading program for the disadvantaged, a survey of factors enhancing or deterring the learning process of children should be made. It is recognized that a complete survey would be almost impossible since there are many and varied viewpoints to be surveyed. This source will examine these four areas.

1. The uniqueness or difference of the disadvantaged child from the middle- or upper-class child.
2. The motivation: positive or negative toward learning?
3. Challenges faced by the disadvantaged in a middle-class oriented school environment.
4. Some possible solutions offered by educators and researchers.

The terms educationally disadvantaged, socially disadvantaged, economically disadvantaged and culturally disadvantaged will be interchangeable from time to time to describe how the child is disadvantaged.

The disadvantaged child, defined by Buggs of the Los Angeles County Commission on Human Relations, is a child who, because of a present and/or a former environmental and social condition peculiar to the social, ethnic or national group to which he belongs, does not meet the standards or positive needs of the society in one or more of the following areas: school achievement, behavior patterns, motivation and incentive moral behavior and attitude toward authority.

Most of the disadvantaged share these common characteristics despite their high or low I.Q.:

1. The community in which they live is similar.
2. For the most part, they are below grade level in many of their subject areas.
3. The disparity between the language spoken at home and the language preferred at school is particularly wide.
4. They have never experienced the pre-school enrichment that the advantaged areas take for granted.
5. Although lacking in experiences usually associated with growing up, they are not without experiences.
6. Broad areas of dissident classroom behavior.[5]

The problem of educating the educationally disadvantaged has been brought to the level of awareness of both the lay

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[5]Paul D. Allen, "An Elementary Teacher's Eye View of the Disadvantaged," Elementary English, (January, 1967), 53-56.

public and the educational profession in recent years. Research projects, new materials and modes of organization have been created to deal with these problems along with such television programs as "Sesame Street" and others.

A foremost challenge in America today is that of educating the culturally disadvantaged pupils.[6] The topic is of such complexity that limitations on areas to be covered will be made. This source will deal mainly with the urban disadvantaged, stressing their needs in relation to education for the purpose of preparing a comprehensive developmental reading program.

Within the central complex of many major cities resides the disadvantaged. At least two-thirds of them are Negro, Puerto Rican, Mexican American, or members of some other minority group. Many are newcomers, domestic immigrants from rural areas. They have fled to the city in search of its elusive advantages. A large segment of the adult population have experienced family disruption and the marital crises of separation and divorce.[7]

Culturally disadvantaged pupils learn very early that they are caught up in the cycles of poverty. From this realization, they develop feelings of rejection by society....

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[6]Preparing Teachers of Disadvantaged Young Children, Summary of a Conference of N.D.E.A. Institutes for Teachers of Disadvantaged Youth, Bernard Spodek, ed., (Washington, D.C.: National Association for the Education of Young Children, 1966).

[7]Robert D. Strom, Teaching in the Slum School (Ohio: Charles E. Merrill Books, Inc., 1965), p. 1.

Rejection breeds self-doubt and self-blame in the rejected individual. Self-concept is an attitude, it must be learned. Rejection or acceptance is one of many cues that help the individual learn his self-concept.[8]

One of the essentials for success in reading is the presence in the learner of an I-can-be-a-success attitude. The child with a negative self-concept is ill prepared for learning and even for recognition that learning is possible for him.[9]

Although there is considerable disagreement as to the attitudes of the middle-class toward education there is little argument about its strong belief in and support of formal schooling . . . . Although there are great individual differences in the degree to which the middle-class child wants to do well or wants to go on to higher education, the group as a whole, sees its future bound up with extended schooling.[10]

The lower-class family, even when it would like to see its off-spring achieve a higher status than its own,

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[8]Kenneth R. Johnson, "Teaching Culturally Disadvantaged Pupils," The Culturally Disadvantaged Pupil - Part II, (Science Research Associates, Inc.), November, 1967.

[9]Roy A. Kress and Marjorie S. Johnson, "Right to Learn," The Reading Teacher, 24 (December, 1971), 194 and 243.

[10]Harry A. Passow, Education in Depressed Areas (New York: Bureau of Publications, 1963), p. 80.

cannot provide the model of attitudes and behaviors which underlie a perception of the world as open, and schooling as a means of moving out and up into the open world. Only when the family is dissatisfied with its status and consciously wishes to move up or at least to insure that their sons will move up, do the boys view school success as important.

Despite consistent differences in demonstrated intellectual and academic ability, attitudes, motivation, behavior patterns and expressive styles between lower- and middle-class pupils, there is a great deal of overlapping. In all comparisons of lower- and middle-class children there is a sizable though smaller proportion of the former who score high on tests, do well in school, plan on advanced education, and show a high degree of similarity to the school performance of middle-class children. Conversely, there are middle-class children whose motivation and performance are poor indeed.[11]

Education to the culturally disadvantaged does not hold the same significance that it does for middle-class Americans. Knowledge for the sake of knowledge is a misquote for the disadvantaged. The future of self-expression, self-realization, growth, and enrichment through self-motivation in the here and now is a thing of the past for the educationally disadvantaged.

The educationally disadvantaged have an orientation for the 'here and now.' They need to see immediate results

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[11] Ibid., p. 81.

from their input of effort. Even if immediate knowledge of results is shown, the disadvantaged do not readily make the transfer between what has been learned in a school situation and its immediate application in life situations . . . . On a more global scale, school learning is not viewed as a means to fuller participation in their own culture.[12]

It is popularly held that the culturally deprived child is not interested in education; moreover, that he is essentially antagonistic toward it. This idea is rooted in two obvious facts: one is the observation that he is plainly discontented in the school; the other is the equally well-known fact that his parents have little education, frequently cannot read, and there are typically few books in his home.[13]

There is abundant evidence that many parents and children of deprived backgrounds initially have a positive attitude toward schooling and recognize that it represents for most the only channel for improving one's lot in modern society. It is true, of course, that many parents lack the educational background or the financial means to give much

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[12]Focus on Reading, Reading Center Program: ESEA Title I, Milwaukee Public Schools, 1970.

[13]Frank Riessman, The Culturally Deprived Child (New York: Harper and Row, 1962).

assistance or support to their children as they progress through school. Many parents have had only a minimum of schooling themselves and some have memories of negative experiences of their own under thoughtless, harried, or prejudiced teachers . . . . Early in the school years of many socially disadvantaged youths, teachers notice an eagerness, a very great responsiveness to new experiences and especially to the kindness, personal attention, and assistance that some teachers give. Some children come to school early in the morning, because they like the teacher and the warmth, physical and personal, that they find in the classroom. Some want to stay on after school to help the teacher or to talk with her. For far too many, the early responsiveness to affection and to learning is destroyed by experiences of failure. Teachers need to find ways to strengthen and maintain the initial enthusiasm for school characteristic of many disadvantaged children by providing continuing opportunities for success and recognition.[14]

In the same way that the child becomes identified with his parents and his social class, he also learns to identify with the other subcultural groups (ethnic, religious, racial) to which he belongs. These identifications develop gradually and usually become firmly established during the

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[14]Webster W. Staten, The Disadvantaged Learner (California: Chandler Publishing Company, 1966).

school years. In one of the earlier studies of the problem, 86 Protestant, Catholic, Jewish, and Negro children were interviewed and asked questions such as "What are you?", "What kinds of people live around your house?", "What is Daddy?", "Mommy?". With advancing age, ethnic designations were used more frequently.[15]

Most new staff members assigned to classrooms serving the culture of poverty could be measurably more effective and confident if they possessed even a modicum of understanding regarding customs and values of low-income families. Structure, influence and behavior of adolescent peer groups; educational strengths emerging from life in an extended family; manner and media for helpful communication with parents; diagnosis of causation underlying academic weakness; the indigenous system of incentive factors affecting motivation and discipline; are the mechanisms through which children of the disadvantaged can most positively be influenced. To the extent that the teacher lacks information about these dimensions of low-income life, there tends to be a diminution in the relevance of instruction, length of teacher tenure, and degree of satisfaction.[16]

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[15] E. L. Hartley; M. Rosenbaum; and S. Schwartz, "Children's Use of Ethnic Frames of References: An Exploratory Study of Children's Conceptualization of Multiple Ethnic Group Membership," Journal of Psychology, 26 (1948), 367-386.

[16] R. D. Strom, Teaching in the Slum School (Ohio: Charles E. Merrill Books, Inc., 1965), p. 1.

The world of education is a challenge to the disadvantaged, many of the disadvantaged become so disenchanted with the school environment that they become drop-outs. Davie observed that only thirteen percent of the drop-outs come from upper social classes while seventy-two percent come from the lower class.[17]

Children entering school can benefit greatly from their educational environment (teacher and classroom) providing they have had adequate experiences during pre-school years. The child who lacks basic experience in his living prior to entering school is at a great disadvantage. This is one of the major problems that faces the socially disadvantaged; they do not bring the kind of learning readiness that is supportive to their learning needs.[18]

The nature and extent of the learning during this period determine in a large part the kind and extent of learning that is likely to follow.

Children in the socially disadvantaged areas acquire many language disabilities which are present in their speech patterns when they enter school. To think of these children

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[17] J. Davie, "Social Class Factors and School Attendance," Harvard Educational Review, 22 (May, 1953), 175-180.

[18] Lester D. Crow, Walter I. Murray, and Hugh H. Smythe, Educating the Culturally Disadvantaged Child (New York: David McKay Company, Inc., 1966), p. 117.

as being nonverbal is erroneous. Teachers often complain that many of these children tend to verbalize constantly. Their effort at communication, developed in the home, often is not suitable for the school situation. These language patterns are deep-seated and make school learning difficult for the child.[19]

An extensive study of language structures and conditions relative to what and how the child learns has been made by Basil Bernstein. He believes that the earlier-established verbal patterns define the limits of future learning. In his report he describes two types of verbal behavior: restricted and elaborate.

Bernstein believes that restricted codes of communication are limited, partly because they lack the background specifically required for precise conceptualization. On the other hand, elaborate codes are individualized, precise, and differentiated, thus making possible a greater breadth and range of thought.

Middle-class children become accustomed to elaborate communication codes before entering school. The reinforcement in the home and the acceptance in the school serve as incentives for their continued use. Whereas the disadvantaged child tends to utilize restricted communication codes that are different from those accepted by the teacher and that lead

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[19] Ibid., p. 120.

to discouragement and a negative attitude toward school and what it has to offer. The end result is that both the child and the teacher have difficulty in communicating with each other. Often they use different speech patterns and symbols to refer to the same objects.

A group of one hundred teachers of socially disadvantaged children in New York City were asked to name the deficits in language arts of children living in deprived areas. The important items found among the language arts deficits by these teachers are:

1. Poor interaction with parents
2. Limited reinforcement of correct verbalization
3. Restricted listening
4. Inadequate models to imitate
5. Language limited to concrete situations rather than used conceptually
6. Inability to follow the language used by the teacher
7. Poor auditory discrimination
8. Inability to correctly report school experiences to parents
9. Restricted vocabulary
10. Excessive use of slang and idiomatic expressions
11. Utilization of poor grammar

12. Limited experiences to share with classmates
13. Inability to adequately report experiences to classmates[20]

Many programs are being developed to meet the needs of the disadvantaged child. Present programs for disadvantaged young children do not differ significantly from what have always been considered good early childhood educational practices. It is the use of new techniques and new materials that is playing an important role.

A program for the prevention of academic failure of children from disadvantaged urban areas has been undertaken by the Institute for Developmental Studies, under the direction of Dr. Martin Deutsch. The Institute is a research unit of the Department of Psychiatry of New York Medical College. It was argued that raising the skill levels of such children as well as helping them to learn how to learn might enable them to learn to cope more easily with the curriculum offered them in early school years.

The above program was designed to explore the value of an enriched nursery program stressing particular areas of

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[20] Preparing Teachers of Disadvantaged Young Children, Summary of a Conference of N.D.E.A. Institutes for Teachers of Disadvantaged Youth, Bernard Spodek, ed., (Washington, D.C.: National Association for the Education of Young Children, 1966), pp. 121-122.

intellectual functioning as well as the school orientation and motivations necessary for adequate learning.

Development of self-image was reinforced by use of Negro and white dolls and use of full length mirrors in the doll corner. Pictures of children with varying skin colors were hung in the classroom, books about Negro children were read, and snapshots of the children themselves in their classrooms were used for language activities.[21]

In continuing to elaborate on possible solutions offered by educators, Bloom has four recommendations to upgrade the nursery school for disadvantaged children:[22]

1. Nursery schools and kindergartens should be organized to provide culturally deprived children with the conditions for their intellectual development and the learning-to-learn stimulation which is found in the most favorable home environments.
2. A national commission composed of teachers and other specialists should be created to co-ordinate and to develop curricular guidelines, materials, and methods for this special type of nursery school kindergarten.

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[21]Fred M. Hechinger, Pre-School Education Today (New York: Doubleday and Company, Inc., 1966).

[22]Benjamin S. Bloom, Davis Allison, and Robert Hess, Compensatory Education for Cultural Deprivation (New York: Holt, Rinehart and Winston, Inc., 1965).

3. The teachers for this new type of nursery school kindergarten should be carefully trained for the very specific set of tasks they must assume. Essentially, these teachers should be trained to do for many children what many good parents do for a small number of their own children.
4. The parents must be sufficiently involved in the nursery school kindergarten to understand its importance for their child and to give support and reinforcement to the tasks of these special schools. The parents should be so committed to this type of school that they are willing to do everything possible to insure the continuity of the child's school experiences.

Symonds has said that every child needs an opportunity to try out, in fantasy-like play, methods of meeting emotional needs.[23]

This can be said to be one of the many possible solutions to some of the factors deterring the learning process of educationally disadvantaged children especially in the area of self-concept.

In an experiment by Carlton and Moore with low socio-economic children, eighty-five percent being Negro, significantly greater gains in reading were achieved through the

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[23]Percival M. Symonds, The Ego and the Self (New York: Appleton-Century-Crofts, 1951), p. 10.

use of classroom self-directive dramatization of stories which pupils selected and read than through the use of methods involving the traditional techniques of the basal readers in small groups or in the whole class.[24] There was also evidence to indicate that through the use of self-directive dramatization favorable changes occurred in the self-concept of the children.

Another program that attempts to meet the challenge of educating the disadvantaged is that of bettering reading through volunteer reading tutors. Schoeller and Pearson found statistically significant results were obtained in improving pupils' attitudes towards reading, school, and themselves through the use of tutors.[25]

Conceptual development and language development are inseparable when dealing with the young disadvantaged child, who initially does not receive the language experiences that facilitate conceptual growth. One such successful program dealing with this type of growth was the Finley School Program instituted by Froelich.[26] The program did not deal with

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[24]Leslie Carlton and Robert H. Moore, "The Effects of Self-Directive Dramatization on Reading Achievement and Self-Concept of Culturally Disadvantaged Children," The Reading Teacher, 20 (November, 1966), 125-130.

[25]Arthur W. Schoeller and David A. Pearson, "Better Reading through Volunteer Reading Tutors," The Reading Teacher, 23 (April, 1970), 625-630.

[26]Martha Froelich, Florence Kaiden Blitzer, and Judith W. Greenberg, "Success for Disadvantaged Children," The Reading Teacher, 22 (October, 1967), 24-32.

any single learning theory or method of beginning reading instruction--linguistic, language experience, sight, phonic-word, basal or individualized; but was pragmatic and eclectic. However, the program did concern itself with ways of changing teacher attitudes and classroom procedures with respect to the so-called "slow learners" and "discipline problems" in order to build a classroom climate that fosters success.

Many programs are being developed in order to meet the needs of the disadvantaged child. Present programs for disadvantaged children do not differ significantly from what have always been considered good educational practices. It is the use, more or less, of new techniques and new materials that is playing an important role.

CHAPTER III

ATTEMPTS TO MEET THE PROBLEM

Goals of the Developmental Program

In looking at the tables in the Appendix of this source it can readily be seen that most of the seventh grade students at Wells Street Junior High School are seriously retarded in reading by Durrell's standards.

In the assessment of these students both the verbal and performance score from the Lorge-Thorndike Achievement test were used.

Throughout the program to be instituted it is suggested that all phases of reading be introduced more gradually than for the average child.

Books for the student should be easy enough to assure successful reading, yet not so simple that they offer no challenge. Independent work should be considerably easier than that which is studied during the class period.

The ultimate goal of the proposed reading program is to foster maturity in the students. The following characteristics can be used as a criteria or guideline for measuring this trait in the student:

1. He will have mastered the essential techniques of word identification.
2. His vocabulary will be clear and precise.
3. His comprehension will be sufficient to meet any reasonable challenge as shown in reading sentences, paragraphs, and longer passages.
4. When required he will be able to study, to draw conclusions after thinking things over, to locate and evaluate information on a topic, or to apply other comprehension and study skills.
5. He will be a versatile reader. He will realize that effective reading is rapid reading in some situations and slow, analytical reading in others.
6. He will demand of himself that he understand what he reads instead of being satisfied with inadequate or partial understanding. He rereads with a purpose that he recognizes and accepts.
7. Because good reading is thoughtful reading he will have learned to interpret, to evaluate, and to reflect upon what he reads. Reading for him has become a matter of thinking.
8. His reading interests will be extensive and varied. Because interests supply drive, he has formed the habit of reaching out and diversifying his reading interests into ever new lines.

9. His taste and appreciation will have developed along desirable lines. He can discriminate what is good from what is not good and really prefers the good.
10. He realizes that his personal and social adjustments can be promoted through self-reliant and discriminating interpretation of what he reads.
11. His skill in oral reading has reached a level that permits him to convey information and give pleasure when reading aloud.
12. He has built the foundations essential for developing future maturity in reading.

Description of the Developmental Program

One of the most common arrangements in Wells Street Junior High School is for the English teacher to teach reading as a part of or taking the place of an English course. Such instruction may be offered for a full semester.

Another common arrangement is one in which one teacher devotes his full time to the teaching of reading. Such an instructor has the title of "Reading Specialist".

If the reading specialist teaches remedial or developmental reading, his first step is diagnosis. After he finds the instructional level of the students he then will probably follow a carefully formulated sequential reading program.

The following program was formulated for use in reading as well as content area subjects. The program will reach

its expected goal if it is used both as a guide and check-list.

Wells Street Junior High (7th Grade)

Outline of Reading Skills - General

I. Vocabulary development

A. Word discrimination skills

1. Oral vocabulary
2. Sight vocabulary (visual perception)
3. Hearing vocabulary (auditory perception)

B. Word Attack Skills

1. Phonetic Analysis and Ear Training Skills

a. Consonant Sounds
b. Recognizing phonetic elements
c. Recognizing consonant blends
d. Knowing long and short sounds of vowels
e. Recognizing vowel combinations
f. Recognizing vowels with r
g. Recognizing rhyming words

2. Structural Analysis

a. Recognizing base words in derived words
b. Omitting first or last letter to make a new word
c. Recognizing compound words
d. Finding a little word in a longer word
e. Dividing words into syllables
f. Recognizing contractions

3. Contextual Analysis

a. Root words (words that cannot be divided)
b. Root words plus endings
c. Compound words
d. Synonyms, homonyms, and antonyms

4. Dictionary Skills

a. Alphabetizing
b. Syllabication
c. Vowels, accent, guide words
d. Respelling for pronunciation
e. Pronunciation key
f. Definition--multiple meanings

5. Word Building Skills

a. Forming plurals by: adding s, es, ies
b. Adding: ing, ed, y, er, est, ly
c. Adding commonest prefixes to words
d. Adding commonest suffixes to words

II. Oral Reading development

A. Purposes of

1. Read to illustrate a point
2. Read to answer a question
3. Read to prove a point
4. Read to show difference in meaning

B. Interpretation of the Material

1. Read for proper phrasing
2. Read for meaning
3. Read for inference
4. Read with inflection
5. Read with proper speed

C. Integration of speech activities

III. Silent reading

A. Types of reading

1. Factual (Information)
2. Appreciative
3. Interpretive

B. Visual rather than oral

1. Closed lips
2. Mental concepts
3. Left to right orientation

C. Rate of speed

1. Flexibility

IV. Comprehension skills

A. Informative

1. Paragraph development

a. Comparison
b. Contrast
c. Enumeration

2. Signal words

   a. Maintain some speed (and, furthermore, also)
   b. Weighty idea coming (therefore, consequently)
   c. Prepare to stop (as a result, finally)
   d. Signal turn about (but, nevertheless, despite)

3. Key words

4. Reading aids

   a. Heading cue
   b. Punctuation cues
   c. Typography cues (bold face type, italics)
   d. Topic sentence placement cue
   e. Summation cue

B. Organizational skills

1. Understanding the central thought in a paragraph
2. Find details
3. Recognizing topic sentences
4. Relate details to main ideas
5. Draw conclusions
6. Employ note taking
7. Prepare an outline
8. Arranging events in sequence

C. Reference skills

1. Use of glossary
2. Use of encyclopedia
3. Use of cross references and symbols
4. Use of Reader's Guide
5. Use of indices and appendices
6. Use of graphs, maps, charts, diagrams, symbols, illustrations, and numbers.
7. Use of table of contents
8. Use of atlases and globes.
9. Use of skimming to determine usefulness of material

D. Critical Reading Skills

1. Determine fact vs. opinion
2. Determine relevancy
3. Determine authenticity
4. Weigh validity
5. Evaluate importance
6. Concept development
7. Concept application
8. Notation of bias and prejudice

9. Determine author's purpose
10. Determine implications

E. Study methods

1. Use of S.Q. 3R

a. Survey
b. Question
c. Read
d. Review
e. Recite

2. Use of varied reading rates

a. Acceleration
b. Deceleration

V. Recreation and Wide interest development

A. More varied

B. More refined

C. More mature

Outline of Reading Skills - Content Areas

Social Studies

Reading Skill	Student's Role
1. Oral Vocabulary	Small discussion groups using vocabulary that has been introduced by teacher. Learn meaning, pronunciation and usage through this method.
2. Sight Vocabulary	Abstract words (Democracy, Prejudice, Liberty)--use students' own experience to develop meaning of the words. Slowest achievers use word wheels to cover the basic words to be recognized. Multisyllabic words teacher incorporate word attack skills if not known.
3. Hearing Vocabulary	Teachers read other articles for discussion of words peculiar to the day's lesson.

	Students listen for word in article including possible multiple meanings.
4. Word Analysis	Students examine a relevant word that has been given by the teacher to determine if there are clearly recognizable parts which reveal meaning: prefixes, roots. The teacher teaches this inductively to both rapid and slow learners.
5. Structural Analysis	Student acquires and uses knowledge of letter sounds to aid pronunciation. When word is pronounced aloud, students should try to recall familiar sound and meaning of the word. Through use of the dictionary they should confirm both pronunciation and meaning.
6. Contextual Analysis	Analyze the structure and trace words to their origin to lend interest to word study and afford insight into the living nature of language. Use word analogies to understand the concept of relationship between terms used.
7. Reference Skills	Gather, organize and interpret data from books, Reader's Guide, magazines, charts, graphs, maps, diagrams, films, television and radio. Learn symbolism and special vocabulary associated with reference material. Reinforce use of table of contents, index, glossary, encyclopedia, dictionary, atlas and globes and the use of all reference materials.

8.	Organizational Skills	Develop an awareness of time sequence, chronological order, and learn to follow directions. Look for main ideas, details, and learn correct and useful notetaking.
9.	Critical Reading Skills	Learn to infer meanings from previous experience. Learn relationship of ideas for drawing conclusions. Evaluate own judgments based on known facts and opinions. Form mental images or concepts.
10.	Speed	Change the reading rate to fit the purpose and type of material. Learn to master the content first before rapid rereading later. Learn to use mechanical instruments to increase reading rate. Learn to examine the readability level of the material insofar as both complexity of language and difficulty of concepts are involved so as to adjust the reading rate.
11.	Interest and Appreciation	Attempt to express self freely in whatever form on the content of the unit being studied. Discuss outside reading done to build up interest in certain books.

Language Arts

	Reading Skill	Student's Role
1.	Vocabulary (special)	Learn meanings and pronunciations of special vocabulary and apply word attack skills. Continue to develop abstract meanings of words using own experience background.

2.	Reference Skills	Gather, organize and interpret data from books, Reader's Guide and magazines. Reinforce use of encyclopedias, dictionaries, index, glossary, and table of contents.
3.	Organizational Skills	Interpret meanings of words in relation to meanings of other words. Look for main ideas, details, and learn correct and useful further usage. Learn to follow colloquial expressions. Learn to outline.
4.	Critical Reading Skills	Learn of chronological order, sequence of events, and cause and effect relationship. Look for main ideas, key words and phrases in reading selection. Look for multiple relationships among meanings of the word. Locate important details which support main ideas. Learn to form mental images or concepts from the details. Learn to infer meanings and relate to previous knowledge. Learn relationship of ideas and their relevancy. Learn to make own value judgments.
5.	Rate Adjustment	Learn to change rates when reading for: appreciation, interpretation or analysis.

Science

	Reading Skill	Student's Role
1.	Vocabulary (special)	Learn meanings and pronunciations of special vocabulary, e.g. amoeba, tonsilectomy, and carbonation. Beware of symbols or abbreviations of words.

2.	Location Skills	Gather, organize and interpret data from books, Reader's Guide, magazines, charts, graphs, maps, diagrams, films, symbols, radio, television, experiments, and research. Gain familiarity with library procedure and use of index, glossary, encyclopedia, dictionary, and table of contents.
3.	Comprehension Skills	Learn to follow directions and use a step by step procedure. Learn to locate important details which support or lead to main ideas. Learn main ideas, key words, and phrases in reading. Learn relationships, their accuracy and relevancy. Learn to analyze and evaluate material for its true intent. Practice discriminating between general laws, principles, axioms, theories, facts, superstitions and beliefs and practices. Learn to master content for success in science. Learn to draw conclusions.
4.	Rate Adjustment	Change reading rate or speed to fit purpose and type of material. Learn to understand the purpose of an assignment first.

Mathematics

	Reading Skill	Student's Role
1.	Vocabulary (special)	Learn meanings and pronunciations of special vocabulary (triangle, multiplication, integration and axiom). Learn to use symbols and their concepts and meanings. Learn and apply word attack skills.

2.	Location Skills	Gather, organize and interpret data from books, Reader's Guide, magazines, charts, graphs, maps, tables and research, diagrams, films, symbols, radio, television, experiments, and stock pages. Gain familiarity with library procedure and use of index, glossary, encyclopedia, dictionary, and table of contents.
3.	Comprehension Skills	Learn to follow directions. Use a step by step procedure or problem solving approach. Look for words or phrases which lead to completion of the problem. Locate important details which support or lead to the purpose. Learn specialized knowledge associated with concept. Learn to make inferences and generalizations; look for relationships between facts or details and make generalizations. Establish differences between inferences, generalizations, and conclusions. Learn to check answers, interpret quantitative data, perceive relationships, make and apply generalizations, draw inferences and make applications.
4.	Rate Adjustment	Read slowly and thoroughly. Reread for clarity, purpose, process, and details for solution to problem.

CHAPTER IV

SUMMARY AND CONCLUSIONS

On the basis of the findings of this study, it was concluded that there is an obvious need to implement the program instituted in this paper.

It was not unexpected that the population of this junior high in grade seven was markedly skewed toward lower than average I.Q. and reading achievement. It was more than a casual occurence in all the literature examined.

Although there are wide reading-ability spans in every normal classroom, individualized reading should be used as much as possible with the grossly retarded child in reading.[27]

It has been suggested by this source that in individualizing reading each of the special subject teachers should teach reading skills needed along with the subject matter in his or her particular field.

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[27]Dr. George D. Spache, "Organizing Reading Instruction in the Classroom," 1969 Marquette University Spring Reading Conference, (Milwaukee, Wisconsin, March 20, 1969).

The program formulated in this paper has relied heavily on the fact that special reading skills are used in different subject matter fields. Special skills needed in the areas of mathematics, language arts, social studies, and science were examined. Those skills that were found relevant to the subject being examined were included in the skills outline for that particular subject.

There were, also, those skills which are used in common when reading any kind of material. It was found that many of the students were lacking in those skills so a general skills section was outlined at the beginning of the program as a checklist or a source of teaching.

Marked improvement in reading comes about not simply as a result of incidental teaching but by direct and guided instruction. It was with this thought in mind that the program at Wells Junior High School was formulated.

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APPENDIX

Scattergram Based on Lorge-Thorndike I.Q. and Iowa Test of Basic Skills

Work Study Grade Scores of 196 Seventh Grade Students

I Q	0-1.0	1.0-2.0	2.0-3.0	3.0-4.0	4.0-5.0	5.0-6.0	6.0-7.0	7.0-8.0	8.0-9.0
140-150									
130-140				1					
120-130							1		
110-120						1			
100-110				1	7	6	5	1	
90-100			1	2	13	10	2		
80-90				17	39	18	1		
70-80			2	16	25	5			
60-70			3	7	9				
50-60			1	1	1				

WORK STUDY

Scattergram Based on Lorge-Thorndike I.Q. and Iowa Test of Basic Skills
Reading Grade Scores of 209 Seventh Grade Students

I Q	0-1.0	1.0-2.0	2.0-3.0	3.0-4.0	4.0-5.0	5.0-6.0	6.0-7.0	7.0-8.0	8.0-9.0
140-150									
130-140								1	
120-130							2		
110-120						1			
100-110				3	6	7	4		1
90-100				4	14	11			
80-90			1	19	49	12			
70-80			3	14	32	1			
60-70		1	2	8	10				
50-60			1		2				

TOTAL READING

Scattergram Based on Lorge-Thorndike I.Q. and Iowa Test of Basic Skills

Arithmetic Grade Scores of 202 Seventh Grade Students

I Q	0-1.0	1.0-2.0	2.0-3.0	3.0-4.0	4.0-5.0	5.0-6.0	6.0-7.0	7.0-8.0	8.0-9.0
140-150									
130-140			1						
120-130						2			
110-120						1	1		
100-110			1	1	7	9	1		
90-100				2	19	8	1		
80-90			1	23	33	19	1		
70-80			3	14	23	10			
60-70			4	3	8	3			
50-60			1		2				

TOTAL ARITHMETIC